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ABSTRACT

The California Psychological Inventory was administered to 175 Union Correctional Institution inmates enrolled in the college level program offered by Lake City Community College (Florida). Useable data pertaining to personality characteristics, self-image, values, and general expectations were obtained from 151 inmates who were eligible for the program. In addition, a questionnaire was designed and administered to obtain data pertaining to the inmates' personal, educational, and incarceration histories and their personal goals. The psychological profile indicates a need to enhance the inmates' concepts and understanding in the areas of responsibility, tolerance, socialization, self-concept, and personal well-being. Curriculum development in these areas is recommended. Interest in courses as indicated by the inmates suggests curriculum expansions in English, drama, speech, and human relations. An exceptionally high level of interest in the business area suggests a need for increased course offerings in this field as well. A review of the literature is included, the questionnaire is appended, and data is organized into table form. (Author/NHM)

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Community College Inmate Student Assessment Personality and Educational Activity Project Report

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INTRODUCTION TO PROBLEM

This research has been conducted to determine personality characteristics, self image, values, and general expectations of Union Correctional Institution inmates that are enrolled in a college level program offered by Lake City Community College.

The project established a measure of the general personality type for the inmates at Union Correctional Institution, who are involved in the college level program and contrasts this typing with the personality type of those inmates who are qualified to be enrolled in college level courses, but who are not currently enrolled. This information is a basis for evaluating both the Lake City Community College curriculum and the Union Correctional Institute placement process.

The assessment of these findings has provided information from which a more successful and meaningful college level experience can be offered the inmate student. This program is attached as the recommendation to this study.

The purpose of this study is to provide a means of assessing the Community College educational experience offered to inmates at Union Correctional Institution (U.C.I.) by Lake City Community College. The study provides a data base for evaluation of both the program at U.C.I. and the inmate student. The study provided necessary insight into areas of potential improvement for this and other inmate educational experiences; therefore, both the Florida State Division of

Corrections and the Florida Community College system should derive benefit from this research.

REVIEW OF LITERATURE

In the article, "A Philosophy of Correction," George Beto[1] addresses the problem of education for inmates in the following statement:

> Our experience forces us to the conclusion that agencies other than the prison itself are better qualified to offer post high school education, be it academic or vocational.
>
> Unbound by tradition, characterized by a willingness to structure courses to meet contemporary community needs, and being accessible to penal insitutions--all make the American Junior college an ideal partner in the correctional educational program. Our prisons would do well to explore fully the possibilities of developing cooperative arrangements with area junior colleges for securing the type of academic and vocational education which will further equip an inmate for productive living.

Literature on the social and psychological impact of inmate participation in college level instruction is relatively limited. Stratton[2] suggests that as part of rehabilitation, educational, religious, and vocational programs have been labeled as treatment programs. He adds that not having attitudes that facilitate adjustment may be harmful to the rehabilitation process.

Morris[3] agrees stating: "the university is involved in two very basic roles of "civilizing" or the socializing process. "First, . . . encouraging intellectual learning . . . and second . . . developing

the personality of the learner."

As for programs in the education in prisons Morris discusses the general background and historical development. His review suggests a notable lag of education in prisons, for the most part the history of penology in the U.S. is one of a punitive nature rather than one of rehabilitation. Morris states that the first prison school was established in Maryland in 1930, followed in 1947 by a law in New York which called for the appointment of instructors in its prisons.

The growth of prison schools for the next half century did little more than attempt to combat illiteracy or offer vocational training. In 1927-28 MacCormick[4] reported that the federal correctional institutions had "not a single complete and well-rounded educational program." By 1948 MacCormick reports a more hopeful situation, however, Morris argued no truly full program in higher education existed.

In the 1952-53 Southern Illinois University and the Illinois State Penitentiary at Menard prepared a course of study for inmates in several automotive courses, this Morris suggests was a national first.

In 1959 the American Correctional Association[5] established a plan for and categories of need for correctional education. These categories are : 1) Competent personnel; 2) Institutional setting; 3) Scope of program; 4) Defining the educational program; 5) Library coordination; 6) Special education; 7) Orientation, guidance and prerelease advising. As yet only a few states have adopted these categories.

The California Correctional Institution at Tehachapi has developed programs of joint discussion between San Diego State College students

in social welfare and inmates. Murphy and Murphy[6] report on this program. Their report suggests the need for educational programs in a penal situation must provide emotional and intellectual satisfaction as well as potential for financial reward. Inmates should be able to look forward to rewards available to the educated man.

In the San Diego State program an interested inmate must first complete high school. Then the inmates qualifications are checked to assess intangibles; specifically, motivation, emotional stamina, resourcefulness and ability to conform. Murphy and Murphy suggest there is no proven method for this screening. Tests of ability are available and are used such as American College Test and the College Aptitude Test. Murphy and Murphy state that in their limited program they have sole responsibility for selection of qualified inmates.

Lake City Community College involvement began in 1966 with a limited number of transfer courses offered at Raiford State Prison, now known as the Union Correctional Institution. The first inmate of the educational program offered by the College graduated in December, 1968 with the Associate of Arts degree. Now in 1975, Lake City Community College offers more than 60 academic courses and programs and six non-academic programs such as auto mechanics, radio and television repair, drafting, sheetmetal. To date some 60 inmates have received the Associate of Arts degree. Several inmates have been transferred to community study-release centers and have continued their education at the upper division level of the State University System. One of the

former inmates of the LCCC program is now enrolled in the Florida State University College of Law. "Many of our graduates and former inmate students are now living successful lives and that's really what it's all about," according to Dr. Herbert H. Phillips, the Lake City Community College President.[7]

Louie L. Wainwright, Director of the Florida Division of Adult Corrections, states that "We are very pleased to be associated with Lake City Junior College in providing college level courses for the inmates at the state prison."

"This project, which started three years ago, has proven very successful as can be judged by the four graduating inmates."

He pointed out that "there is a need for this type program since seventeen percent of the inmates received by the Division have a high school education or above."

"In addition, inmates have an opportunity to attend institutional schools and earn high school diplomas through the State of Florida GED Program."

He stated that "this past year nearly 500 inmates received diplomas and approximately 3,000 have received diplomas since the beginning of this progress."

Returning to the junior college program he said he was pleased with the quality of the program. "It is apparent that the courses are well-organized and presented in an excellent manner because of the fine enrollment and study by the inmates."[8]

The effectiveness of the educational program depends upon two major criteria: an assessment of the students and their needs and an effective means of delivering the required and/or desired educational experience to the student. Lake City Community College has undertaken to provide an educational program for inmates within the Florida Division of Corrections; specifically, at Union Correctional Institution (U.C.I.). This program has been underway nine years and has not been objectively evaluated, as far as can be determined. This study undertakes that needed evaluation.

The inmate population served by LCCC at U.C.I. represent a unique group of students. Rather than the free, independent and socially motivated student found on LCCC campus, the inmate student is confined, controlled and perhaps antisocially motivated. The unique conditions of incarceration which the inmate faces manifest antisocial behavior patterns and isolation from the normal social forces. Hence, this would tend to suggest the U.C.I. inmate has special educational needs.

In order to provide a meaningful educational experience for a portion of the U.C.I. population, and in turn add to the rehabilitation effort of the correctional system, an in-depth understanding of the inmate is necessary. Exploration of factors effecting the inmates is essential if LCCC is to provide an adequate educational services to the inmate student population. This study developed an assessment process for inmates at U.C.I.

METHODOLOGY

The California Psychological Inventory was administered to 175 inmates enrolled in the Lake City Community College program at Union Correctional Institution. Useable data was obtained from 151 inmates who were eligible for the educational program. Eligibility for the college level programs was considered to be all the inmates who are 16 years of age and older, who had completed high school or had the high school equivalency diploma (G.E.D.).

A questionnaire was designed and administered to obtain data pertaining to the inmates personal, educational and incarceration history as well as his personal goals (see Appendix I).

Comparisons of summary data were made. Conclusions were drawn from the data and tables designed to picture data. Contingency tables were developed by use of a computer program at Lake City Community College. Data analysis is based on the data display and the indicated values as well as, the relationships introduced. Recommendations are made by combining the information suggested by the questionnaires and the data displays.

PERSONAL DATA FINDINGS

The survey data developed by this project contains personal data on the test group as indicated in the following paragraphs.

The majority of the inmates tested were from 23 to 29 years of age and were born in the period between 1946 and 1952, with the peak year being the year 1950. The oldest inmate was born in the year 1892, and the youngest inmate was born in the year 1955.

The black-white race ratio was approximately 50-50 with only ten more white inmates than black. The exact percentage is 52% white and 48% black.

The family breakdown indicates that the majority of the inmates came from a family consisting of 5 to 9 members. The next largest group of inmates indicated that their family consisted of 4 or less members. Only 1.4% of the inmates indicated their families had 10 or more members.

The data revealed that the occupation of their father was clustered around 4 major groups. These specific areas are: 1. Construction - 12%; 2. Mechanics - 9%; 3. Education - 8%; and 4. Transportation - 7%. Table A is a complete listing of the inmates father's occupation.

The inmates indicated that 56% of their mothers were employed. For those inmates indicating that their mothers' occupation was other than that of homemaker, the survey indicated the following: medical and health services; domestic; and food service. The percentages of women employed in various occupations is as follows: 1. medical and health services - 13%; domestics - 29%, and food services - 13%. All other occupational categories show less than 2% employment. These occupations are listed in Table B.

The marital status of the inmates indicated that a vast majority of the men in this survey were single at the time of incarceration or

TABLE A

Father's Occupation

Professional, Technical and Managerial	
Mathematics, and Physical Science	2
Educational	12
Religion and Theology	3
Clerical and Sales	
Salesman	9
Service	
Transportation	11
Domestic	4
Food Service	5
Protective	2
Building	5
Miscellaneous	4
Farming, Fishery and Forestry	
Farming	5
Forestry	2
Machine Trades	
Mechanical	14
Machine trade	3
Benchwork Trades	
Wood, fabrication	2
Structural Trades	
Engraving	3
Construction	18
Structural work, general	1

All other occupations less than 2%.

TABLE B

Mother's Occupation

Professional, Technical and Managerial	
Medical and Health	11
Education	4
Clerical and Sales	
Accounting	3
Saleswoman	3
Service	
Domestic	30
Food Service	13
Cosmetology	3
Miscellaneous	4

All other occupations less than 2%.

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79%. The individuals that indicated that they have ever been married, 76% indicated that their marriage ended in divorce or had been dissolved by separation and mutual consent.

The data concerning individual arrest records indicates that 54% of this inmate group were arrested for the 1st time between the ages of 14 and 18 years of age. It is noteworthy that 17% indicated that their first arrest took place prior to the time they were 14 years of age. Less than 1/3 or 29% of the inmates surveyed indicated their arrests took place after reaching the age of majority or 18 years of age.

The frequency of arrest indicated from the data reveals 47% of the respondents had been arrested 3 or less times, and 25% indicated they had been arrested between 4 and 9 times. The remaining 28% were arrested 10 or more times.

EDUCATIONAL

The second category of questions in our survey of inmates at Union Correctional Institution concerned educational information. The questions were designed to solicit opinions from the inmates and provide some guidance for our program development with the institution.

Inmates who indicated that courses would help cut the recidivism rate responded in a strong 87% majority that education was a deterrant to their return to a penal institution. When asked if they would take community college courses if their release date was 10 or more years from now, 97% indicated they would participate in the education program. When asked whether or not the education they would receive was important to obtain a job "on the outside", 96% of the respondents indicated yes. Their reason was that education was a key to obtain employment. When asked whether or not they felt they would complete the community college

educational program, 73% indicated that they would. Those who indicated they would not, when asked if they would continue their education, 93% indicated they would continue with some type of education program.

GOALS, EXPECTATIONS AND EXPERIENCES

The inmates were asked to indicate their primary choices for future occupations upon their release from prison. The overwhelming choice of the inmates surveyed was the desire for ownership of a small business. The 2nd most important choice was that of counselor, the 3rd was social worker, the 4th was that of large businessman. The above were followed by psychiatrist, barber, and building contractor. Table C is provided which lists 1st through 5th choices in all categorical areas.

When the inmates were asked to indicate their expected annual income upon release from prison, approximately 30% desired an income between $10,000 to $14,999, 25% indicated less than $10,000, and 25% over $15,000.

Several questions were asked to ascertain what the inmates wanted from society. A list indicating the choices and responses is contained in Table D. The major response indicated by the inmates was "a life of respect and dignity". The second most frequent response made by the inmates was "being happy". The 3rd most frequent response was "a good living". The 4th response was "an opportunity to be equal". Further study of Table D will reveal the response pattern of all individuals within this particular category.

Table E is provided to indicate the rank-order of courses desired by members of this surveyed group. These are identified in six areas as follows: Communications, Biological Sciences, Physical Sciences, Mathematics, Social Sciences, and Humanities, and from these areas indicating a desire for a particular type of course. In this table, the sub-categories can be

TABLE C

Inmates Expressed Occupational Choices

Occupations	Choice				
	First	Second	Third	Fourth	Fifth
Dentist	4	3	0	2	0
Economist	2	4	3	0	3
Building Contractor	12	4	6	9	3
Welfare or Social Worker	13	10	8	6	5
School Teacher	1	4	5	7	6
Salesman	0	2	4	5	5
Union Official	0	2	3	1	1
Chemist	2	3	3	4	1
Lawyer	6	10	6	9	4
Barber/Cosmetologist	2	3	4	2	1
Counselor	9	14	15	7	11
Policeman	2	0	1	2	1
Electrician	3	3	2	6	8
Airline Pilot	2	4	2	2	3
Psychologist	15	8	7	8	7
Gas station attendant	0	1	1	0	1
Doctor	4	1	5	2	6
Auto Mechanics or Auto Body	4	7	4	8	5
Architect	5	6	5	3	3
Biologist	1	3	2	1	4
Engineer	5	6	3	5	5
Radio/RV Announcer	7	6	6	2	1
Minister	5	1	3	0	6
Business man	8	4	12	10	6
Army/Navy/Air Force Officer	2	6	0	6	3
Nuclear Physicist	0	1	0	1	2
Office worker	0	1	1	3	4
Welder	0	3	6	2	7
Machinist	2	1	3	2	1
Rancher/Farmer	4	7	3	5	3
Carpenter	0	0	7	0	3
Owner of small business	12	17	15	14	13
Author/Writer	7	1	2	8	7

TABLE D

Inmates Expressed Desire From the Society

Desire	Choice	
	First	Second
A Means to Survive	19	6
A Means to be Happy	28	27
An Opportunity to be Equal	19	15
Equality	16	14
A Good Living	15	29
A Life of Respect and Dignity	34	31
To be Forgiven for Past Offenses	9	14
Other	8	5

TABLE E

Inmate Expressed Desire for Academic Course

Rank Ordered

1. English
2. Literature
3. Speech and drama
4. Business Mathematics
5. Anatomy
6. Human Relations
7. Biology
8. History
9. Philosophy
10. Botany
11. General Education Mathematics
12. Psychology
13. Zoology
14. Sociology
15. Chemistry
16. Music
17. Art
18. Religion
19. Economics
20. Elementary Algebra
21. College Algebra
22. Physics
23. Anthropology
24. Geography
25. Intermediate Algebra
26. Political Science

found. Summary of the data will indicate that the largest number of inmates have a desire for an English course at almost a 3 to 1 ratio. Other courses indicating a high level of desire by the survey group are as follows: drama, speech, business mathematics, anatomy and human relations.

The number of course hours completed by inmates surveyed indicates that most of the surveyed group were going to be first time college students. Those having completed only one course (or less) were 52% of the group surveyed. The survey group indicated 15% had completed up to five hours of college course work and 7% indicating that they completed more than 5 but less than 10 hours of course work. Fourteen percent of the group surveyed had completed 21 college hours. Table F contains the data for this question.

The inmates were asked to select enrichment areas which do not normally represent academic work such as bridge, wardrobe, foreign cooking, metric thought, self-defense, and yoga. Of this wide variety of non-academic courses, the 1st choice of future requested course offerings of the inmates was self-improvement, the 2nd choice was foreign language enrichment, the third choice was blue print reading, the 4th choice as investments, and the 5th choice was creative writing. Table G provides the responses to the question on enrichment courses desired.

TABLE F

Course Completion

Hours Completed	Number
None	79
1 to 5	23
6 to 10	11
11 to 15	8
16 to 20	5
21 or more	21

(4 non-reported)

TABLE G

Inmate Expressed Desire for Non-academic classes

Rank Ordered

1. Self improvement
2. Foreign Language
3. Blue print reading
4. Investments
5. Writing for Creative Development
6. Parapsychology
7. Personal growth
8. Hypnosis
9. Marriage Enrichment
10. Astrology
11. Thanatology (Death and Dying)
12. Self defense
13. Guitar
14. Drawing
15. Acting
16. Fashion/Wardrobe
17. Mortgage brokerage

Classes with less than a 15% desire have been excluded.

CALIFORNIA PSYCHOLOGICAL INVENTORY

The California Psychological Inventory is scored for eighteen scales and divided into four groups as an aid to profile interpretation. The six Class I scales measure poise, ascendancy, self-assurance, and interpersonal adequacy. The scales included are for Dominance (Do), Capacity for Status (Cs), Socialbility (Sy), Social Presence (Sp), Self-Acceptance (Sa), and Sense of Well-Being (Wb). The class II measures assess socialization, maturity, responsibility, and intrapersonal structuring of values. They also include six scales: Responsibility (Re), Socialization (So), Self-Control (Sc), Tolerance (To), Good Impression (Gi), and Communality (Cm). Class III groups together three scales relating to achievement potential and intellectural efficiency: Achievement via Conformance (Ac), Achievement via Independence (Ai), and Intellectual Efficiency (Ie). The last category, Class IV, is a grab bag which, for want of a better term, is described as measuring intellectual and interest modes. The three scales included are Psychological Mindedness (Py), Flexibility (Fx), and Feminity (Fe). Of these eighteen scales, fifteen are designed as measures of these various personality traits, and three, Wb, Gi, and Cm, as validity scales which also have interpretive significance.

The four classes are groupings designed to facilitate clinical interpretation of the profile rather than psychometric factors or clusters. However, Class I and Class II do roughly correspond to the first and second factors that emerge from factor analysis of the CPI. Such analysis typically yields five factors. Factor 1 consists of scales Do, Cs, Sy, Sp, and Sa. Factor 2 is usually the largest and includes Wb, Re, So, To, Gi, Ac, Ai, Ie, and Py. However, a number of these scales also have high loadings on other factors by scales To, Ai, Ie, Py, and Fx. The fourth consists of So and Cm, and the fifth of a single scale, Fe.

Various investigators have devised other CPI-based scales and measures for special purposes in addition to the eighteen standard scales. Some of these are factor scales or rationally derived summary scores, such as the mean of the T-scores on the factor 1 scales. Such scales are offered by those who object to the interrelatedness or redundancy of many CPI scales or who wish to emphasize the common factor variance and minimize the specific variance. Other scales measure traits not included in the original inventory such as empathy and anxiety.

However, there has been much less scale proliferation in the CPI than in the MMPI. MMPI researchers usually devised a new scale whenever existing scales were found to be inadequate for the assessment of some trait. Although Gough originally viewed the CPI as an open-ended inventory like the MMPI and the Strong Vocational Interest Blank (SVIB) (Gough, 1965), he has since adopted the position that "a basic tenet for multivariate instruments such as the CPI is to move on to patterns and combinations in any setting in which the relationships for individual scales are too low" (Gough and Kirk, 1970, p. 227). Following this precept, Gough has taken the lead in using multiple regression techniques to derive weighted combinations of CPI scales that can assess such diverse factors as social maturity, achievement in medical school, and success on parole. Many of these equations include in the prediction not only CPI variables but also data from other tests or case histories. The more hetergeneous the array of potential prediction variables the better the chances of assessing a complex criterion (compare Megargee and Menzies, 1971).

These multivariate studies exemplify Gough's persistent efforts to refine, correct, and improve the CPI-efforts which have won the praise of most reviewers. According to one authority, "the most impressive feature

of the CPI has been its adopters' and its publishers' relentless efforts at collecting pertinent research data . . . its developer's responsiveness to criticism" (Kleinmuntz, 1967, p. 240).

The specific scales found to be significant in this study were Sense of Well-Being (Wb), Responsibility (Re), Socialization (So), Self-Control (Sc), and Tolerance (To).

SOCIALIZATION

The surveyed group of 151 inmates at Union Correctional Institution scored lowest on this scale than any other scale on the California Psychological Inventory.

The research on the Socialization Scale reflects deliquency and the full range of socialization. This scale reflects the degree of social maturity, integrity and rectitude the individual has attained. It orders individuals along a continuum from asocial to social behavior and forecasts the likehood that they will transgress the mores established by their particular cultures and to which values are internalized and made useful in the life of the individual.

The Socialization scale was originally called the Delinquency scale and was constructed through external criterion analysis comparing the responses of delinquents and nondelinquents. The content of the So items, while not always obvious is consistent with delinquency theory and research according to the writer, Edwin I. Megargee. He reports there is a demonstrated relationship between delinquency and a lack of cohesiveness in the family. The scale tests the theory that sociopathy results from an egocentric inability to perceive the efforts of one's behavior on others.

Most studies show the So scale can reflect different levels of socialization within samples of offenders. Recidivists have lower

scores than the first offenders. The low score of 25 for our control group is lower than the median scores reported for prison inmates in New York and California with median standard scores of 28.28 and 27.76 respectively.

SENSE OF WELL-BEING (Wb)

This scale was derived to discriminate individuals feigning neurosis from normal and psychiatric patients responding truthfully. High scores indicated health and verve, and low scores suggesting diminished vitality and inability to meet the demands of everyday life. The median score for the 151 in our sample is 35, which may indicate that this survey group is less effective than the norm and lacking in interpersonal relations. Because interpersonal effectiveness derives in part from feeling of physical and psychological well-being we are not surprised that our inmates control group score low since the Wb scales consists primarily of denials of various physical and mental symptoms.

RESPONSIBILITY (Re)

The Responsibility scale was developed to identify people who were conscientious, responsible, dependable, articulate about rules and order, and who believe that life should be governed by reason. Our inmate control group scored below the median, with a standard score of 23, indicating a very poor score on responsibility. The research provided by the author of the CPI indicates that inmates in New York and California scored a median of 28 or higher than our survey group at the Union Correctional Institution.

SELF-CONTROL (Sc)

The Self-Control scale was designed to assess the adequacy of self-regulation, self-control, and the degree of freedom from impulsivity and

self-centeredness. Our inmate control group reflects what the research has found for this scale, i.e., low scores for this scale are considered to be persons who are undercontrolled, impulsive, and aggressive.

TOLERANCE (To)

Our median standard score for Tolerance for our control group is 18 and this compares with a score of 23 which would indicate a score at the 50th percentile. The purpose of this scale is the identification of permissiveness, accepting, and nonjudgmental social beliefs and attitudes. High scores reflect trust and confidence as opposed to cynicism, suspicion and prejedice. Our median score for our inmate control group is below average and indicates that our sample is not high scoring on this scale and therefore, not reflecting tolerance.

RECAPITULATION

The other scales mentioned earlier indicate a more normal distribution and cluster within 10 points of the fiftieth percentile. Appendix II provides comparative data of the C.P.I. inmate control group with those of other Lake City Community College campus students. For the inmate group, a noticably lower median occurs in the scales Wb, Re, So, Sc, and To. The three comparitive groups all indicate a more normal distribution of scores which suggests a difference in the type of students, inmate versus campus.

RECOMMENDATIONS

1. The exceptional high level of interest in the business area as indicated by the inmate course choices suggest the need for Lake City Community College to increase the number of course offerings such as Business Communication, Principles of Accounting, Advertising, Business Law, Principles of Marketing, Principles of Supervision, Typing, Shorthand, and Business Data Processing Courses.

2. The desire for courses as stated by the inmates indicated there should be additional offerings by Lake City Community College in English, drama, speech, and human relations.

3. The psychological profile indicates a need to enhance the inmates concepts and understanding in the areas of responsibility, tolerance, socialization, self-concept and personal well-being. Courses such as Human Relations, Human Potential, Personal Growth, and Simulated Society should be introduced. These courses should be designed to aid the inmate student in developing an appreciation of his social self and growth in the area of human social behavior.

4. A comparitive study of the California Personality Inventory scores and potential success in the Lake City Community College educational programs is indicated. If specific scale values can be found that correlate highly with success, (program, course or class completion), then perhaps a pre-screening or placement mechanism can be adopted that will provide savings in class space, finances, class attitudes and reduce the failure and withdrawal rate.

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APPENDIX I

QUESTIONNAIRE

QUESTIONNAIRE
Lake City Community College
Inmate Student Assesment

General Information

1. Please indicate your year of birth. _____

2. Please indicate, by the number, your race: 1-Black; 2-White; 3-Other _____

3. Please indicate the total number in your family (parents, brothers and sisters). _____

4. a. Please indicate your father's occupation (if deceased, indicate major occupation when living). _____

   b. Please indicate your mother's occupation (other than homemaker if deceased, indicate major occupation when living). _____

5. a. Are you now married? YES_____ NO_____

   b. If no, have you ever been married? YES_____ NO_____

   c. If marriage was dissolved: (indicate by number) 1-Separation; 2-Divorce; 3-Mutual consent; 4-Other _____

6. How old were you when you were first arrested?! _____

7. How many times have you been locked-up (incarcerated) counting all authorities including city, county, state, and federal? _____

8. What is the length of your current sentence? _____YR_____MO

9. On this sentence, how much longer do you feel you will serve? _____YR_____MO

Educational Information

10. Do you think that "Educating" inmates will help to cut the return rate to prison? YES_____ NO_____

11. Would you take courses offered by the Community College even though your release date is ten years or more from now? YES_____ NO_____

12. In order to get a job on the outside, do you think an education is important? YES_____ NO_____

13. a. During your current sentence, do you feel you will be able to complete a Community College education program (2 years)? YES_____ NO_____

    b. IF NO, would you complete the education program later? YES_____ NO_____

Goals, Expectations and Experiences

14. Given an opportunity to do any of the following, which would be your first five choices: (1, 2, 3, 4, 5)

1. Dentist . . . . . ____
2. Economist . . . . . ____
3. Building Contractor . . . . ____
4. Welfare or Social Worker. . ____
5. School Teacher. . . . . ____
6. Salesman. . . . . ____
7. Union Official. . . . . ____
8. Chemist . . . . . ____
9. Lawyer. . . . . ____
10. Barber/Cosmetologist. . . . ____
11. Counselor . . . . . ____
12. Policeman . . . . . ____
13. Electrician . . . . . ____
14. Airline Pilot . . . . . ____
15. Psychologist. . . . . ____
16. Gas station attendant . . . ____
17. Doctor. . . . . ____
18. Auto Mechanics or Auto Body Repair. . ____
19. Architect . . . . . ____
20. Biologist . . . . . ____
21. Engineer. . . . . ____
22. Radio/TV Announcer. . . . . ____
23. Minister. . . . . ____
24. Business man. . . . . ____
25. Army/Navy/Air Force Officer . . . . ____
26. Nuclear Physicist . . . . . ____
27. Office worker . . . . . ____
28. Welder. . . . . ____
29. Machinist . . . . . ____
30. Rancher/Farmer. . . . . ____
31. Carpenter . . . . . ____
32. Owner of small business . . . . . ____
33. Author/Writer . . . . . ____
34. Other (specify) _____

15. What annual (yearly) salary are you considering earning when released: (Check one)

a. $20,000 or over _____
b. $15,000 to 19,999 _____
c. $10,000 to 14,999 _____
d. $7,500 to 9,999 _____
e. $5,000 to 7,499 _____
f. Less than $4,999 _____

16. What do you want from society? Indicate your first (1) and second (2) choice:

a. A means to survive. . . . . ____
b. A means to be happy . . . . . ____
c. A means to have an opportunity to be equal. . . . . ____
d. Equality. . . . . ____
e. A good living . . . . . ____
f. A life of respect and dignity . . . . . ____
g. To be forgiven for past offenses. . . . . ____
h. Other (explain) _____

17. What do you want for yourself? Circle your choices from <u>most important (1)</u> through <u>least important</u> (6):

a. A good job. . . . . ____
b. A happy family life . . . . . ____
c. A good wife or girlfriend . . . . . ____
d. Money . . . . . ____
e. Home. . . . . ____
f. Education . . . . . ____

18. Given an opportunity to take any college course you want, enter your first five choices: using the numbers 1 through 5.

A. Communications:
1. English. . . . . ____
2. Literature . . . . . ____
3. Speech/Drama . . . . . ____
4. Other (specify) _____

B. Biological Sciences:
1. Anatomy. . . . . ____
2. Biology. . . . . ____
3. Botany . . . . . ____
4. Zoology. . . . . ____
5. Other (specify) _____

C. Physical Sciences:
1. General Physical Science . . . . ____
2. Chemistry. . . . . ____
3. Physics. . . . . ____
4. Other (specify) _____

D. Mathematics:
1. Elementary Algebra . . . . . ____
2. Intermediate Algebra . . . . . ____
3. General Education Math . . . . . ____
4. College Algebra. . . . . ____
5. Business Math. . . . . ____
6. Other (specify) _____

E. Social Sciences:
1. Anthropology . . . . . ____
2. Economics. . . . . ____
3. Geography. . . . . ____
4. History. . . . . ____
5. Human Relations. . . . . ____
6. Political Science. . . . . ____
7. Psychology . . . . . ____
8. Sociology. . . . . ____
9. Other (specify) _____

F. Humanities
1. Art. . . . . ____
2. Music. . . . . ____
3. Philosophy . . . . . ____
4. Religion . . . . . ____
5. Other (specify) _____

G. Other (specify) _____

_____ 30

19. Please check the approximate number of college level courses completed at this time:

a. 0 _____
b. 1 to 5 _____
c. 6 to 10 _____
d. 11 to 15 _____
e. 16 to 20 _____
f. 21 or more _____

20. Please indicate your first five choices (1 through 5) of the following, if instruction could be offered by the Community College:

1. Acting. . . . . _____
2. Astrology . . . . . _____
3. Astronomy . . . . . _____
4. Blueprint Reading . . . . . _____
5. Bridge. . . . . _____
6. Ceramics and Pottery. . . . . _____
7. Crafts (Leatherwork, decoupages, etc) . . . . . _____
8. Drawing . . . . . _____
9. Fashion/Wardrobe. . . . . _____
10. Foreign Cooking . . . . . _____
11. Foreign Language. . . . . _____
12. Guitar. . . . . _____
13. Hypnosis. . . . . _____
14. Income Tax Preparation. . . . . _____
15. Investments . . . . . _____
16. Marriage Enrichment . . . . . _____
17. Metric Thought. . . . . _____
18. Mortgage Brokerage. . . . . _____
19. Oenology: The Study of Wines . . . . . _____
20. Parapsychology (E.S.P.) . . . . . _____
21. Parent Training . . . . . _____
22. Personal Growth . . . . . _____
23. Piano . . . . . _____
24. Security Analysis (Stocks and Bonds). . . . . _____
25. Self Defense. . . . . _____
26. Self Improvement. . . . . _____
27. Sculpture . . . . . _____
28. Thanatology: The Study of Death and Dying. . . . . _____
29. Yoga. . . . . _____
30. Writing for Creative Development. . . . . _____
31. Other (specify) _____

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THANK YOU FOR YOUR HELP IN THIS RESEARCH!

APPENDIX II

COMPARATIVE CALIFORNIA PSYCHOLOGICAL INVENTORY PROFILES

Appendix II, consisting of four copyrighted profile sheets for the CPI, has been deleted from this document due to copyright restrictions.

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